

Self-management



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Self-management is the ability to **regulate behaviours, thoughts, and emotions** in a way that better serves engagement in work.

Self-Management Skills for children



- Ability to focus attention
- Managing time effectively
- Impulse control
- Delay gratification
- Emotional regulation
- Self-motivation
- Interpersonal skills

Average attention spans by age



- 2 years old: 4 to 6 minutes
- 4 years old: 8 to 12 minutes
- 6 years old: 12 to 18 minutes
- 8 years old: 16 to 24 minutes
- 10 years old: 20 to 30 minutes
- 12 years old: 24 to 36 minutes
- 14 years old: 28 to 42 minutes
- 16 years old: 32 to 48 minutes

Attention and Concentration activities



Mind-Body Integration

- Ask children to sit in a place and check for how long they can **sit still**. Repeat this practice frequently, and children should try to break their record every time.
- This is an excellent exercise if you're a teacher and want to help a distracted child

Practice the Pomodoro Technique (Francesco Cirillo)



- A method that “divides long working or study sessions into manageable blocks of time, with brief rewards or breaks built in between each session.”
- Research has shown that this technique improves motivation, allows for better concentration, reduces stress, and limits distractions.

Practice abdominal Breathing



- Abdominal breathing can help when children are confronted with challenging tasks. During these, they can get more anxious, which will spike their heart rate.
- It is “respiration in which most of the work is done by the muscles of the abdominal wall.”
- it slows the heartbeat and can lower or stabilize blood pressure.



- **Play Concentration Games** : such as memory games, puzzles, or spot the difference, a great way to improve child's focus and attention.
- **Rate Tasks** : Ask child to “rate the level of challenge faced in a task on 1-10 scale
- This will help understand the **level of frustration** child is experiencing in any given activity. Then, once you know the score, you can adapt the activity to child's level.
- **You'll notice that when child isn't frustrated, level of** attention gets considerably higher.



Story-Based Games :

- You can read a short story and then ask them questions about the story's content. Alternatively, you can start a story and then ask them to continue it.
- In both cases, they have to focus on the story and use their imagination.
- Story-based games help build memory and concentration and can also develop logical thinking and humour.



Use Fidgets :

- Fidgets are products that children can manipulate while working on other tasks. Eg: Fidget spinner that took over the world a couple of years ago.
- Studies have shown that fidgets can help children concentrate better.

(<https://www.spanish.academy/blog/7-activities-to-improve-your-childs-attention-and-concentration/>)

Fidget spinner



2. Managing time effectively



It's important that children learn how to manage their time because it will help them in the future when taking on larger, more complicated tasks and responsibilities.



Tips for time management skills:

- Set a daily schedule
- Use a timer
- Break tasks into smaller parts
- Let them take breaks
- Help them set goals
- Encourage positive self-talk
- Be a role model

<https://www.orchidsinternationalschool.com/blog/social-skills/tricks-to-teach-time-management/>

Time Management Tips for Students



- Create a Calendar; daily routine, personalized Schedule
- Set Reminders
- Prioritize
- Make Time to Have Fun
- Find Support
- Be Realistic and Flexible
- Eliminate distractions
- Give each task a time limit
- Give time for self activities

Time management for adults



Identify bad habits and then can learn the tools to change these habits. Here are a few tips and techniques that can be applied to get more done and feel more productive using the P's of time management:

- Planning
- Prioritizing
- Performing
- Positive thinking

My experience



- Complete the ‘must’ tasks first
- Pick up activities for which **deadline** is near
- Split time **according to the above three Ps – planning, prioritizing and performing**
- Do not lose the time when you are in the ‘**mood**’. When in the mood we perform **brilliantly and effortlessly**. (psychobiology of excellence)
- **Think positive; that you can complete in time**

3. Impulse control



- An impulsive behaviour is when one acts quickly with no thought to the consequences. There's nothing on the mind beyond that exact moment.
- We all engage in impulsive behaviour from time to time, especially when we're young. As we mature, we learn to control our impulses for the most part. It's not necessarily part of a disorder.
- However, frequent impulsive behaviour can be associated with certain mental health conditions.

In children



Young children are often impulsive. That's because they don't yet realize how their own behaviour can affect others. They may not understand that their actions have consequences beyond their immediate wants.



Some examples

- **ignoring danger:** running into the street without checking traffic or jumping into a pool even though they can't swim
- **interrupting:** frequently entering into conversations, uncalled for
- **getting physical:** pushing another child or throwing something when upset
- **grabbing:** Taking what they want rather than asking or waiting for a turn
- **getting vocal:** screaming or yelling in frustration

Activities for children



Keep them Active : Any opportunity children have to be active can help them with impulse control. Not only does exercise boost the brain chemicals that help with impulse control, it also improves concentration, memory and self-control

Memory Game such as

- "Stare Detective." Every player gets 15 seconds to stare at a tray full of objects, then the tray is covered with a towel. Players have 20 seconds to write down as many of the objects as they can remember. Whoever has the most correct objects written is the winner.
- Word game: saying one word, asking child to mention a related word as quickly as possible



Control building games: **Physical self-control is an excellent starting point for teaching mental self-control.**

Games that involve physical impulse control are more developmentally appropriate for children.

- **Traditional games such as jumping in the circle and out of it Eg: 'In the pond - on the bank.'**
- **Spelling and walking 'L_O_N_D_O_N' and stopping and starting on cue to the spelling again**
- **'Statue' game**



- Play **Freeze**, with older children. Children dance to music while the teacher holds up a picture of a stick figure in a certain position.
- The children are supposed to observe the figure while dancing their own way; it is only when the music stops that they should get into the observed position.
- So not only do they work on their self-control by **following challenging directions**, they also work on memory skills by remembering the position after the music stops and the picture is taken down



- Providing the time and the context for **free imaginary play** is an important activity for teaching impulse control.
- **Children need to** make up stories and songs, draft playmates as characters and turn sticks into magic wands, make puppets and play. The activity involved helps stay on task, control impulsive behaviour

Play group games



- **Children can practice** inhibitory control **by** starting and stopping **to different cues (oral and visual), performing specific behaviours in response to cues, and performing opposite behaviours:**
- **Red Light/Green Light:** The teacher holds up specific colours to indicate stop and go (ex Red is stop, and Green is go), then switch the colours. Shapes can also represent stop and go (ex. any colour circle is stop, and any colour square is go.)



- **Colour Matching** : They are asked to perform an additional step before freezing. Teachers tape different-coloured paper on the ground. They have to find a specified colour and stand on it when the music stops.
- **Sleeping**: Children pretend to sleep when the teacher sings “Sleeping, sleeping, all the children are sleeping.” While children pretend to sleep, give an additional instruction for the children to wake up and act like a specific animal (e.g. “And when they woke up....they were monkeys!”)



- **Drum Beats:** Children can respond to drum cues with body movements. For instance, they can walk quickly with fast drumming, and slowly with slow drumming, then reverse the cues.
- **Conducting an Orchestra :** Provide the children with instruments (Kanjeera, Ghungroos , tabla etc.) When the teacher waves the baton, the children play the instruments. When the baton stops, they stop playing.
- They can also practice fast and slow playing in response to the baton...then reverse the cues (e.g. play fast with a slow-moving baton.)



- **Partner Obstacle Course** : The children have to go over, under and through obstacles holding a partner's hand. If they let go, they have to start over, or wait for another turn.

(<https://www.apsva.us/wp-content/uploads/2020/03/Activities-to-Teach-Children-Impulse-Control.pdf>)

4. Delay gratification



Delay of gratification, is the act of resisting an impulse to take an immediately available reward in the hope of obtaining a more-valued reward in the future. The ability to delay gratification is essential to self-regulation, self-control

Examples of delayed gratification:

- Not eating everything on plate because you want to save room for dessert.
- A parent giving their child a treat after they've done their chores.

Marsh mellow study (Walter Mischel, 1972)



- Children who resisted the temptation to eat the marsh mellow exhibited the following in a longitudinal study
- The children who were willing to delay gratification ended up having higher scores on national competitive tests
 - better responses to stress
 - lower likelihood of obesity
 - generally better scores in a range of other life measures
 - better social skills as reported by their parents
 - lower levels of substance abuse

How to train children



- Start small and start talking early: telling them to **wait** for their turn in doing things, saying things
- Teach children to **prioritize** the most important things ,
Eg : eat snack and then go out to play
- **Do not give in** to their every request early
- Let them **get bored**...it will encourage them to use time effectively
- **Give allowance** and encourage children to earn appreciation with chores
- Set **savings goals** with children, Eg: kiddy bank habits



- Help them to learn from making their **own mistakes**; explain, hear them out
- **Say NO to child and stay steadfast**
- Encourage them to **celebrate** successes; gift themselves simple things
- Explain the **dangers** of Buy Now, Pay Later (BNPL)
- Teach them **'the Pause'**; stop, think before acting
- Start thinking **long-term**, early; get them to think about future, what they will need, Eg: make wish lists

5. Emotional regulation



Emotional regulation is a term generally used to describe a person's ability to effectively manage and respond to an emotional experience.

People unconsciously use emotional regulation strategies to cope with difficult situations many times throughout each day.

For example, pausing to collect thoughts before responding. It can also mean waiting until you're in a supportive setting to process tough feelings.

Emotion regulation strategies



- Situation selection: what situation to get emotional about
- Situation modification : can I move away? wait for a while?
- Attentional deployment: should I pretend I did not notice that? Maybe not necessary to attend to that now...
- Cognitive change : why did this happen? What did I do wrong?
- Response modulation: say it softly, use more conciliatory words, call person out and talk privately.

The Four Zones



- Blue Zone : Sad • Bored • Tired • Sick
- Green Zone: Happy • Focused • Calm • Proud
- Yellow Zone : Worried • Frustrated • Silly • Excited
- Red Zone : Overjoyed/Elated • Panicked • Angry • Terrified

How to do it



Create space: important thing to do is to pause.
Take a breath. **Slow down the moment between trigger and response.**

Get child notice what he feels: **physical symptoms** can be clues to what is being experienced emotionally. Eg. Breathlessness, racing heart, stomach upset.

Enquiring into what is happening physically can also distract focus and allow some of the intensity of the emotion to go away



- **Naming what child feels:** being able to name the feeling is half the battle won against it. Is it anger, sadness, disappointment, or resentment? What else is it? One strong emotion that often hides beneath others is fear. Older children experience and can name jealousy. Sharing these feelings must be taught to the child
- **Accepting the emotion:** Emotions are a normal and natural part of how we respond to situations. Self-compassion is important. Recognizing that experiencing emotions is a normal human reaction important too.



- **Practicing mindfulness** : Mindfulness helps us “live in the moment” by paying attention to what is inside us.
- Use senses to notice what is happening around in nonjudgmental ways.
- These skills can help stay calm and avoid engaging in negative thought patterns when in the midst of emotional pain.



- **Therapist help:** Cognitive behavioural therapy (CBT) that seeks to identify negative thinking patterns. Individuals work with a therapist to replace these patterns with positive thoughts and behavioural changes

Activities



- **Stories : can help identify and describe emotions**
- Body movement activities such as action songs, dancing , drill, sports etc help in relieving pent up emotions
- **Music activities for soothing emotions**
- Nature walk, outdoor activities such as planting, water and sand play to again sooth the child by diverting mind
- **Drawing, painting and other art work which act as catharsis**

6. Self Motivation



Self-motivation is the internal drive that leads us to take action towards a goal. It keeps us moving forward, under every circumstance

There are two main types of motivation: **intrinsic** and **extrinsic**. Intrinsic motivation is all about what we want to do and relates to our values and interests — typically, self-motivation is intrinsic. **Extrinsic motivation** makes us act because there are external factors like rewards at stake

The Elements of Self-Motivation

(Daniel Golman)

- Personal drive to achieve.
- Commitment to goals
- Initiative
- Optimism and resilience



In Education



- **Self-motivation is the ability to find passion, interest, or deeper meaning in a task and using that to fuel the completion of the said task. For example, it's easier to self-motivate to study if you have a personal interest in the subject.**
- The basic principles of child's motivation are a **sense of purpose**, belonging, a positive work environment, autonomy, growth, and recognition.

Activities for self motivation



- Invite children to come next to you ask their doubts, explain on a one – to –one basis ; personal attention is a big motivator
- Plan a class session by changing the setting; going outdoors, taking a relevant session on a nature walk, body related lessons in a dance session etc
- Host a quiz or interactive session for increasing competitive spirit
- Allow children to think up their own rewards after achieving a goal



- Create a **creative corner** in the classroom; calming corner, play corner, self reading corner etc
- **Assign** responsibilities in turns **so that children feel important and motivated**
- Create a **self directed small group activity** where children create a model/chart/ poster/ story of concepts they have learnt



- **Self – reflection and journaling** activity to understand their work, their interests, and work produce
- **Build physical education into daily routine where competitive and cooperative games are played**
- **Celebrate** children’s progress in a collective activity in the class
- **Conduct yoga classes for calming effect, improving attention and concentration**
- Get children to **watch sports** and games on television



- Hold a **guest speaker** day where a motivating speaker can talk to children
- **Help them create a vision board** on their goals, what they are good at, how they wish to go about it
- **Break complex subjects into smaller units** when teaching. Get children to understand each component and then move to the next one
- Give time for self evaluations **of various activities in the classroom.**
- Finally, be an **enthusiastic teacher**; children emulate you

(<https://www.teachingexpertise.com/classroom-ideas/motivation-activity-for-students/>)

7. Interpersonal relationships



Future-ready children are well-rounded **and** have good social skills like verbal and non-verbal communication, listening, negotiation, decision-making, problem-solving, and assertiveness.

Interpersonal skills are important because they dictate how a child will **relate to others** and succeed in life.

Interpersonal Skills



- Verbal communication skills
- Active listening
- Non verbal communication
- Problem solving
- Leadership
- Conflict resolution
- Decision making
- Team work skills
- Emotional regulation; empathy, negotiation, persuasion

How to help children



- Developing interpersonal skills is the beginning of understanding one's mental process of conceptualising a thought and communicating it clearly. Encourage your children to express themselves.
- Ask younger children to express their emotions **without using words**, with their facial expressions. Non verbal communication is powerful for children
- Encourage their hobbies and interests; This even develops their critical and creative thinking.



- Listening is also an integral part. Encourage listening. **Understanding others** is essential, along with being understood. Creates empathy for others
- Encourage friendships **and behaviours that go with it; talking, holding hands, smiling at each other, being with each other**
- **Allow them to ask questions** and answer them patiently



- Tell stories, do picture reading with youngsters, read books, discuss characters, their behaviours and motives
- **Teach them what is** appropriate talk **and what is not**
- Train them in **active listening** by telling them things in interesting ways, with good tone modulation, enthusiastic facial expressions



- Get children to **observe** others in interaction, conversation
- **Finally, be an interesting model in your own voice, intonation, gestures, body language, facial expressions, posture and level of motivation and interest.**

<https://www.planetspark.in/blogs/interpersonal-communication-skills-in-kids>



- **Communication games**; creating dialogues in a story , completing a story in turns, discussing different ways in which to move a story
- **Draw in shy, introverted children by drawing attention to them, calling them forward to express themselves**
- **Sharing** through small group activities



Discussion on other SEL concepts coming...

Thank you for your kind attention